UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Ministry of Education and Vocational Training

GLOBAL PARTNERSHIP for EDUCATION



GLOBAL PARTNERSHIP FOR EDUCATION
LITERACY AND NUMERACY EDUCATION SUPPORT PROGRAMME
LANES

IMPLEMENTATION REPORT FOR FISCAL YEAR 2014/15

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Abbreviations

GER	Gross Enrolment Rate
NER	Net Enrolment Rate
PCR	Pupil Completion Rate
PSLE	Primary School Leaving Examination
GPE	Global Partnership for Education
NPLN	National Programme for Literacy and Numeracy
NFE	Non Formal Education
LANES	Literacy and Numeracy Education Support Program
3Rs	Reading, Writing and Arithmetic
NECTA	National Examination Council of Tanzania
ECD	Early Childhood Development
ESMIS	Education Sector Management Information System
BE-MIS	Basic Education Management Information System
PMORALG	Prime Minister's Office, Regional Administration and Local Government
MOEVT	Ministry of Education and Vocational Training

LGAs	Local Government Authorities
ESDP	Educational Sector Development Program
ESA	Educational Sector Analysis
MDA	Ministries, Departments and Agencies
LEG	Local Education Group
UDOM	University of Dodoma
WECs	Ward Education Coordinators
CSOs	Civil Society Organizations
PTA	Parent-Teacher Associations
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
SSME	Snapshot for School Management Effectiveness
TIE	Tanzania Institute of Education
KKK	Kusoma, Kuandika na Kuhesabu
HE	Higher Education
JESR	Joint Education Sector Review
UNESCO	United Nations Educational, Scientific and Cultural Organization
GoT	Government of Tanzania
DPs	Development Partners
USAID	United States Agency for International Development
DFID	Department for International Development
AfDB	African Development Bank
UNICEF	United Nations Children's Fund
TENMET	Tanzania Education Network/Mtandao wa Elimu Tanzania
HTs	Head Teachers
ADEM	Agency for Development of Education Management
TOTs	Training of Trainers
REOs	Regional Education Officers
DEOs	District Education Officers
L&N	Literacy and Numeracy

1. *Introduction*

In FY2014/15 Tanzania received financial support totaling US$ 94.8 million from the Global Partnership for Education for implementation of the Literacy and Numeracy Education Support Programme (LANES). LANES is a three years programme starting FY2014/15 and ending 2016/17 focusing on Improved Literacy and Numeracy Skills for children aged between 5 to 13, those in formal and non-formal settings.

The key Intermediate Results that will contribute to attainment of the key result are: Improved skills in learning and teaching Reading, Writing and Arithmetic (3Rs) Skills; Improved Education Sector Planning and Management; and Improved Community Engagement.

A Baseline assessment was conducted at the onset of the programme at which it was determined that many children at the end of Standard II were unable to master required 3Rs skills (table 1). Based on the assessments, the Government working with Development Partners and Civil Society Organizations set targets for improvement (section 5) focusing on the following indicators:

- Improved reading comprehension skills for Standard II children.
- Improved Mathematics Skills for Standard II children
- Improved Writing Skills for Standard II children.

In addition, the intention to increase competencies for children entering Std V and the number of children mainstreamed in the formal education system from the Non Formal Education System the Government set 2 indicators:

- Increased number of students passing Standard IV Assessments
- Increased number of out of school children mainstreamed in Formal Education System at Std V

Table 1: Indicators and targets for improved 3Rs Skills

Indicators	Targets	% Standard II Students at Benchmark						
		2014 Baseline	2015	2016	2017	2018	2019	5–year Target
Early Grade Reading Assessment (Kiswahili)								
Oral comprehension	80%	8%	10%	13%	17%	24%	40%	40%
Oral reading	50 correct words per	12%	14%	17%	21%	28%	45%	45%

Indicators	Targets	% Standard II Students at Benchmark						
		2014 Baseline	2015	2016	2017	2018	2019	5–year Target
fluency	minute							
Non-word reading	40 correct words per minute	1.5%	2%	3%	5%	8%	15%	15%
Early Grade Mathematics Assessment								
Addition and Subtraction L2	80% on the addition and subtraction L2 subtask	8%	10%	13%	16%	22%	36%	35%
Missing Number	60% on the missing number (pattern completion) subtask	8%	10%	13%	16%	22%	36%	35%
Early Grade Reading Assessment (Kiswahili)-Zero Scores								
Oral Comprehension		40%	39%	37%	35%	31%	21%	20%
Oral reading fluency		28%	27%	26%	24%	21%	14%	14%
Non-word reading		28%	27%	26%	24%	21%	14%	14%
Early Grade Mathematics Assessment-Zero Scores								
Addition and Subtraction L2		43%	42%	40%	37%	32%	21%	20%
Missing Number		10%	10%	10%	9%	8%	6%	5%

**The midline assessment will be conducted in October 2015 to measure programme impact based on the targets indicated in table 1.*

In attainment of the programme results the Government prepared 3 year Action Plans starting FY2014/15 to FY2016/17. In addition targets for a set of global sector indicators were agreed upon as a determinant of Government contribution to areas that were not supported by the programme but their success would affect achievement of the programme results.

This report, therefore, provides a description of implementation in FY2014/15 based on:

- Progress on selected Sector Indicators
- Progress on Programme Indicators

- Description of Programme Implementation as per targets
- Innovations and major successes realized during the Fiscal Year.
- Budget and Expenditure for the Fiscal Year.
- Way forward that describes activities to be conducted in remaining programme period.

2. *Summary of Progress on Sector Indicators*

Table 2 show targets for Sector level Indicators and the situation in FY2014/15. On the onset of the programme it was agreed that as part of the GPE Annual reporting a set of indicators that were not directly supported through GPE would be tracked since their progress would have a direct effect on the LANES programme. The Indicators along with their targets and actual achievement are indicated in Table 3.

Table 2: Summary of Progress-Global Numbers on select Indicators

AREA	Indicator	Baseline 2012	FY2013/14	Actual FY2014/15
Access	Gross Intake Rate (Primary)-Std I	107.2	102.8	96.3
	Gross Enrolment Rate (GER)-Std I	98.4	102.8	104.95
	Net Enrolment Rate (NER)-Std I	70.3	72.9	76.4
Equity	Girls' GER	99.2	97.2	94.6
	Girls' Gross Intake Rate (Primary)	107.6	103.3	97
	Girls NER		90.3	80.4
	Girls' PCR	89.8	90.9	84.6
	Girls' Transition Rate	50.5	56.4	49.5
	Girls PSLE Pass Rates	26.4	46.7	53.6
	NER-Non Formal Education Centers	15.3	10.5	N/A
	Teacher Pupil Ratio	1:46	1:43	1:43
Internal Efficiency	Primary Completion Rate (PCR)	86.1	87.2	80.2
	Primary Repetition Rate	2.8	3.9	4.45
	Transition Rate from Primary to Lower Secondary	59.5	55.5	Not available
Learning	Primary School Leaving Examination Pass Rates	30.72	50.61	56.99

3. *Summary of Progress – Program Results*

The midline Assessment to follow up on the baseline assessment conducted in 2013/14 that had been planned to be conducted in October 2014 was postponed to October 2015. The assessment will be conducted by the National Examination Council of Tanzania to measure progress on the outcome Indicators and targets (Table 1) for improved 3Rs Skills that will also determine whether there has been impact based on what has been done so far. The report will be shared with the GPE once it is completed and disseminated to stakeholders and their recommendations used to improve on the programme implementation. The October 2015 assessment will include measuring achievement on the Indicators highlighted in Table 4.

Table 3: Indicators for Assessing Learning Outcomes to be conducted in October 2015

Indicators	Targets	% Standard II Students at Benchmark		
		2014 Baseline	2015	2016
Early Grade Reading Assessment (Kiswahili)				
Oral comprehension	80%	8%	10%	13%
Oral reading fluency	50 correct words per minute	12%	14%	17%
Non-word reading	40 correct words per minute	1.50%	2%	3%
Early Grade Mathematics Assessment				
Addition and Subtraction L2	80% on the addition and subtraction L2 subtask	8%	10%	13%
Missing Number	60% on the missing number (pattern completion) subtask	8%	10%	13%
Early Grade Reading Assessment (Kiswahili)-Zero Scores				
Oral Comprehension		40%	39%	37%
Oral reading fluency		28%	27%	26%
Non-word reading		28%	27%	26%
Early Grade Mathematics Assessment-Zero Scores				
Addition and Subtraction L2		43%	42%	40%
Missing Number		10%	10%	10%

Additionally, a Midline Survey will be conducted to follow up on the progress on School Management Effectiveness through a similar assessment tool to the one used during baseline assessment: Snapshot for School Management Effectiveness-SSME. The

exercise will be completed along with the Midline EGRA/EGMA Assessment and a joint report combining the three components, i.e. EGRA/EGMA/SSME will be availed.

4. Description of program implementation

During FY 2014/15 implementation touched upon outputs under all the planned Intermediate Results however not to the extent that it was expected. While there was great success in implementation of foundational skills, start of planned activities was delayed by the amount of time which was required to accomplish the foundational activities, in particular development of 3Rs Curriculum materials. It is worth noting that the first six months were mainly spent on planning and budgeting processes and providing support to implementing Ministries, Departments and Agencies to conceptualize activities for greater results. The amount of time required by departments to carefully plan and conceptualize what needed to be achieved and what their contribution to the key results would be had been highly under estimated at the proposal writing stage. A description of activity implementation is provided under each Result Area, while summary expenditure per output is provided in table 7[1]. Expenditure report is attached as Annex 1.

4.1 Intermediate Result (IR) Area 1: Improved Teaching and Learning of 3Rs

The key outputs under this IR were:

4.1.1 Improved Methodology for Learning and Teaching of 3Rs at which the target was to develop a National Programme for teaching Literacy and Numeracy (NPLN) for STD I and II;

4.1.2 Increased Skills for teaching Basic Literacy and Numeracy at which the targets were to train 18,000 STD I&II teachers on the NPLN for 3Rs and 3860 NFE Center Facilitators on the same;

4.1.3 Increased interaction with 3Rs Learning Materials at which the targets were to:

- Develop, print and distribute Std I&II 3Rs Books to all 15,525 Primary Schools;
- Ensure that the time allocated in the curriculum for reading and writing in Kiswahili by STD I&II Pupils increased from 22.5% to 30%;

[1] Based on provisional expenditure report only. Final expenditure report will be provided once the Government completes reports on Expenditure for the Education Sector by September 2015.

- Provide 2592 schools with E-Content to facilitate the teaching and learning 3Rs;
- Provide 2000 with cash incentives for improving 3Rs learning environment based on those who performed best on Std II National 3Rs Examination;
- Provide 1680 Non Formal Learning Centers age appropriate reading and math materials; and
- Establish 500 Satellite Schools in areas with schools that are hard to reach.

4.1.4 Increased School Readiness where the targets were to ensure that school age children were assessed prior to enrolling in Pre Primary or Primary at STD I by end June 2015; and Day Care Centers at all Folk Development Colleges were improved through training of Facilitators and refurbishment of play grounds.

Progress of each of the targets under this result is indicated in table 4.

Table 4: Achievement of Outputs and planned activities under IR 1

Outputs	Planned activities and targets	BASELINE 2013/14	TARGET 2014/15	Achievement of Targets
***Intermediate Result 1*: Improved Teaching and Learning of 3Rs**				
Improved Methodology for Learning and Teaching of 3Rs	*A National Programme for teaching Literacy and Numeracy (NPLN) for STD I and II is in place.*	None	NPLN for STD I & II in place	**TARGET ACHIEVED:** STD I& II 3Rs Curriculum including Pupil and Teacher Competency Frameworks, Pupil Assessment Framework, Curriculum, Syllabi and Teacher Guides have been developed and 2 packages of each distributed to all Primary Schools and 937 NFE Centers by 15th June 2015.
Increased Skills for teaching Basic Literacy and Numeracy	*18,501 STD I&II teachers trained on the NPLN I&II for teaching 3Rs*	0	18,501	**TARGET ACHIEVED:** 17,719 (95.8%) Std I&II Teachers (2 from each school in 14 regions supported by GPE under the LANES programme) have been trained by 10th June 2015.
	70% of 3860 NFE Center Facilitators trained on NPLN	N/A	70%	**TARGET PARTIALLY MET:** 937 (55.8%) NFE Center Facilitators out of 1680 Facilitators have been

Outputs	**Planned activities and targets**	**BASELINE 2013/14**	**TARGET 2014/15**	**Achievement of Targets**
	STD I&II Facilitators			trained.
Increased interaction with 3Rs Learning Materials	*Development, printing and distribution of Std I&II 3Rs Books*	Not available	5 Titles for 5 subjects- Reading, Writing, Math, Health and Sports	**TARGET PARTIALLY MET:** Std I Books have been developed for Reading, Writing, Math, Health, and Sports. 7.5 Million copies of these Books are in the procurement process, expected to be distributed in schools before October, 2015.
	%time spent on reading and writing in Kiswahili by STD I&II Pupils increased to 30%	*22.5%*	30%	**TARGET ACHIEVED:** 75% time allocated in new Standard I&II Curriculum for Reading, Writing and Arithmetic starting May 2015.
	% reading corners/libraries with age appropriate reading and math materials increased	2%	*40%*	**TARGET IN PROGRESS:** Activity implementation is dependent on distribution of 3Rs materials currently in printing process.
	# Schools using E-Content Methodology for teaching and learning 3Rs out of 2592 schools	*150*	*1014*	***IN PROGRESS*** *To pilot e-content in 6 LGAs 10 centers at each LGA in FY2015/16 and rolled out in 2016/17*
	# schools received cash incentives for improving 3Rs learning environment out of 2000 schools	*0*	*2000*	***CANCELLED*** due to the fact that Std II national assessment could not be conducted as planned due to lack of a system to capture and analyse results at that level. A system to make this possible to be developed in FY2015/16 by NECTA and a National wide assessment to be conducted in October 2016.
	# Non Formal Learning Centers received age appropriate reading and math materials out of 1680 centers	N/A	1680	**TARGET NOT MET:** Activity implementation is dependent on distribution of 3Rs materials currently in printing process.

Outputs	Planned activities and targets	BASELINE 2013/14	TARGET 2014/15	Achievement of Targets
	# Satellite Centers Established and in operation out of 500 centers	N/A	500	**POSTPONED** to FY2015/16 and scaled down to 6 Districts with number of Satellite Schools to be determined based on District level Situation Analysis.
Increased School Readiness	*% school age children assessed prior to enrolling in Pre Primary or Primary at STD I.*	N/A	40%	**IN PROGRESS** A Learning Needs Assessment Guideline has been developed and training of 125 Assessors (5 for each region) to be done beginning of FY2015/16. Assessment to start in FY2015/16.
	% children enrolled in 55 Folk Education Day Care Centers at the ratio of 1:30		100%	**TARGET PARTIALLY MET**: Total enrolment reached 909 children in 55 colleges against expected (1,650) children at the ratio of 1:30.
	% of 110 Day Care Facilitators Trained on ECD	N/A	100%	**IN PROGRESS**: Training to be done in FY 2015/16

4.2 Intermediate Result 2: Improved Education Sector Management

The key outputs under this IR were:

4.2.1 Increased use of data for evidence based planning at which the targets were:

- Fully functional central ESMIS at National Level at which the target was to ensure sector data from all sub sectors (Basic Education, VET, Technical Education and Higher Education) was available through a National EMIS Platform
- Fully functional BE-MIS at National Level at which the target was for PMORALG to complete establishment of the Basic Education MIS so that only a single electronic system was used in collecting and analysing Basic Education data.
- 120 LGAs processing school data through ESMIS at which the target was to ensure that school level data was available electronically at each of the 120 LGAs

4.2.2 Improved Planning and Coordination

- There is a costed and financed sector wide plan with roles and responsibilities for actors at all levels at which the target was to complete an Education Sector Analysis that would lead to development of Education Sector Development Plan (ESDP) in FY2015/16
- At least 3 0Quarterly Education Sector Development Committee/LEG meetings and 1 Joint Education Sector Review Meetings held. The aim was to ensure the current dialogue structure was the main Policy platform upon which all high level issues would be discussed and approved.
- Field Visits Held at which the target was to ensure that an International Literacy and Numeracy Conference was successfully held; 3 Action Oriented Research Studies were conducted and 3 Academic Research Studies were conducted

4.2.3 Improved Field Management

- 100% Head Teachers using new management skills for tracking progress on learning of 3Rs at which the target was to train all Primary School Head Teachers in regions not supported by partners conducting similar activities.
- 10,847 (50% of all Schools in FY2012/13) schools inspected based at which the aim was to increase the number of schools Inspected Annually.
- % School WECs trained on management skills at which the target was to train all Ward Education Coordinators in regions not supported by partners conducting similar activities; provide WECs with Motorbikes and ensure that at least each school was visited by a WEC 4 times a year.
- % School Management Committees (SMCs) trained on management skills at which the target was to train all SMCs in regions not supported by other partners conducting similar activities; each School Management Committee held at least 4 meetings a year; and % PTA meetings were held quarterly.

Progress on the targets under this IR are described in table 5.

Table 5: Achievement of Outputs and planned activities under IR 2

Outputs	Planned activities and targets	BASELINE 2013/14	TARGET 2014/15	Achievement of Targets
***Intermediate Result 2**: Improved Education Sector Management*				
Increased use of data for evidence based planning	• *Fully functional central ESMIS at National Level with data from all councils- MOEVT*	Data from 40 councils	120	**IN PROGRESS:** An analysis to select a platform to be used across the sector for basic education has been done for establishment in FY2015/16 however in 2014/2015 data for basic education were collected from 168 councils as required. Funding has been set aside for MOEVT and PMORALG to implement ESMIS-MOEVT at National level while PMORALG at Basic Education level.
	• *Fully functional BE-MIS at National Level- PMORALG*	Data from 40 councils	120	
	• *120 LGAs processing school data through ESMIS*	Data from 40 councils	120	
Improved Planning and Coordination	• *There is a costed and financed sector wide plan with roles and responsibilities for actors at all levels*	Policy in place, no costed plan	ESDP Review completed	**TARGET ACHIEVED:** Plan for 2014/15 was to see completion of ESDP Review. An Education Sector Analysis (ESA) has been conducted and completed. ESDP framework will be in place early FY2015/16. Support will be given through GPE grant for completion of 3 year rolling action plans for each MDA
	• *At least 3 Quarterly LEG meetings and 1 Joint Education Sector Review Meetings held*	4	3	**TARGET ACHIEVED:** 3 LEG/ESDC meetings were held- one on 16th February 2015, the next one on 31st March 2015 and final one on 12th May 2015. Joint Education Sector Review for FY2013/14 was held on 13th May 2015.
	2 Field Visits Held	0	2	**TARGET PARTIALLY MET:** 1 Field Visit was held.
	• *1 Annual L&N*	0	1	**TARGET ACHIEVED.** The Conference

Outputs	**Planned activities and targets**	**BASELINE 2013/14**	**TARGET 2014/15**	**Achievement of Targets**
	Conferences Held			for FY2014/15 was organized in collaboration with the University of Dar es Salaam on 9th and 10th July 2015.
	• *3 Action Oriented Research Studies Conducted*	0	3	**IN PROGRESS:** An agreement has been signed between the University of Dodoma and MOEVT for conducting of 2 studies in FYs 2015/16 and 2 in 2016/17
	• *3 Academic Research Studies Conducted*	N/A	3	**IN PROGRESS:** To be done under collaboration agreement with UDOM . Intake of students has been scheduled for September 2015.
Improved Field Management	• *100% Head Teachers using new management skills for tracking progress on learning of 3Rs*	0	100%	**TARGET MET:** All head teachers (10,868) from 17 regions supported by GPE were trained on school Management skills. The training was completed in end July, 2015.
	• *10,847 (50% of all Schools in FY2012/13) schools inspected based on national*	22%	50%	**TARGET PARTIALLY MET**: A total of 7,094 Schools (65.4%) were Inspected in FY2013/14.
	• *% School WECs trained on management skills*	0	100%	**TARGET MET.** All WECs from 17 regions (2,482) were trained on school Management skills. Training completed by July 24th, 2015.
	• *% WECs provided with Motorbikes*	0	100%	**IN PROGRESS.** Motorbikes to be provided in FY 2015/16.
	• *% schools visited by*	NA	100%	**IN PROGRESS.** Although visits were conducted, this activity is meant for

Outputs	**Planned activities and targets**	**BASELINE 2013/14**	**TARGET 2014/15**	**Achievement of Targets**
	WECs Annually			supervision of the 3Rs programme hence monitoring to start after WECs have been trained and provided with motorbikes.
	• *% School Management Committees trained on management skills*	NA	50%	**<u>Training Postponed</u>** to FY2015/16 to give way to completion of WECs and HTs trainings.
	• *% School Management Committee meetings held annually*		100%	Activity scheduled to begin in FY 2015/2016. Monitoring to be done by CSOs.
	• *% PTA meetings held quarterly*	**15,525**	**15,525**	**DELAYED.** Parent Teacher Associations to be established in in FY 2015/16 and 2016/2017.

4.3 Intermediate Result 3: Increased Community Sensitization

Initially it was planned that a comprehensive Awareness Raising Plan would be developed and implemented in FY2014/15. The plan was not developed however in the absence of a plan the following Sensitization and Awareness Raising activities were conducted throughout the year to sensitize the public on issues regarding 3Rs.

Table 6: Achievement of Outputs and planned activities under IR 3

Activities	Achievement of Targets
<u>Intermediate Result 3</u>: Increased Community Sensitization	
Hold awareness raising Workshop with Regional and District level officials	A meeting was held with all Regional Education Officers, District Education Officers, and District Adult Education Officers where a two day orientation was given about the LANES Programme components and what their roles and responsibilities would entail.
Raise awareness through Members of Parliament	A two day seminar was held in Dodoma with the Parliamentary Committee for Social Services. Follow up meeting was also held to brief the members

Activities	Achievement of Targets
	on the progress of LANES implementation in particular on teacher training.
Raise Awareness through stakeholders including CSOs and Development Partners	A lanes official launch workshop was held in February with the Hon Prime Minister, HE Mizengo Kayanza Peter Pinda and attended by high level Government officials, Members of Parliament, Development Partners and Civil Society Organizations.
Raise Awareness at the Annual Education Week in May 2015	The GPE Grant contributed to the overall organization of the 2015 Education Week.
Hold International Conference on Literacy and Numeracy	An International Conference was successfully held with 219 participants from 11 countries participating.
Raise Awareness to School Inspectors	A symposium with School Inspectors was held in Dodoma where a presentation regarding Inspectors role in successful implementation of the LANES programme was given by the Commissioner of Education. The Symposium was officiated by the Minister of Education whose speech reiterated the importance of putting more emphasis on improved Literacy and Numeracy in early grades.

5. Innovations and Major Successes Realized in FY 2014/15

5.1.1 Development of Curriculum package materials for Standards I&II

One of the major achievements during FY2014/15 was the development of a new Std I&II Curriculum which included Competency Frameworks for Pupils, Teachers and Assessment of Learning; Curriculum for Std I&II, 3Rs Syllabus for Std I; 3Rs Syllabus for Std II; 3Rs Std I&II Teachers Guide for Reading and Writing; 3Rs Std I&II Teachers Guide for Mathematics; and a 3Rs Std I&II Facilitator's Guide.

The decision to develop a specific 3Rs Curriculum was arrived at following the need felt by the Government to improve the way through which children at early grades would be facilitated to master reading, writing and arithmetic skills before entering Std III. The decision was also influenced by the Std II EGRA/EGMA/SSME (Early Grade Reading Assessment, Early Grade Math Assessment and Snapshot for School Management Effectiveness) results which came out in April 2014 indicating that children at early grades were not acquiring required skills and recommending the need for improved 3Rs learning and teaching methodology/pedagogy.



A Cross Section of the 3Rs Std I&II Curriculum materials printed by TIE

Given that a large part of the GPE support was focused on supporting activities aimed at improved literacy and numeracy skills at early grades, financial and technical support was then geared towards supporting the Tanzania Institute of Education to accomplish the curriculum development activities including training of National Facilitators and Tutors who would then facilitate training of Std I&II Teachers on the new curriculum.

Following the curriculum change, new books for Std I&II have been developed. The books' titles are:

1. Najifunza Kusoma Kitabu cha Kwanza – Darasa la I – *Reading*
2. Najifunza Kusoma Kitabu cha Pili – Darasa la I –*Story Book*
3. Najifunza Kuandika – Darasa la I-*Writing*
4. Najifunza Kuhesabu – Darasa la I-*Math*
5. Najifunza Kutunza Afya na Mazingira – Darasa la I-*Health*
6. Najifunza Kucheza na Kuendeleza Sanaa – Darasa la I-*Art and Sports*

The procurement process for the Std I books has been completed and it is expected that the books will arrive in schools by end August 2015. Development of Std II Books is in final stages and will be distributed along will Std III and IV Books by end 2015.

5.1.2 Training of Std I&II teachers on the new 3Rs curriculum for Std I&II.

Based on the revised curriculum, the Tanzania Institute of Education trained a total of 480 Tutors from 34 Teacher Colleges in preparation of training of the Std I&II Teachers on the 3Rs curriculum. Working in collaboration with the Prime Minister's Office, Regional Administration and Local Government a total of 17,719 Std I&II teachers were trained at the University of Dodoma. In addition a total of 937 NFE facilitators and 134 teachers for Special Education Units were also trained. The number of teachers trained per region are indicated in table 5.

Table 7: Standard I&II teachers trained by region

S/N	REGIONS	SCHOOL TEACHERS	NFE FACILITATORS	TOTAL
1	Morogoro	1,663	56	1,719
2	Pwani	1,104	66	1,170
3	Ruvuma	1,480	59	1,539
4	Dar es Salaam	727	30	757
5	Tanga	1,991	90	2,081
6	Rukwa	707	42	749
7	Arusha	1,029	55	1,084
8	Singida	1,068	45	1,113
9	Kagera	1,778	93	1,871
10	Mwanza	1,710	97	1,807
11	Katavi	351	50	401
12	Geita	1,144	74	1,218
13	Kilimanjaro	1,780	100	1,880
14	Manyara	1,187	80	1,267
	GRAND TOTAL	**17,719**	**937**	**18,656**

Despite some challenges in logistical organizations for the training of such a large number of teachers during a period of two months, the overall training event was highly successful, being termed the largest meeting of teachers at one place ever by the Deputy Minister of Education at PMORALG at the official opening of the training.









A cross section of activities and Events that took place during teacher training at UDOM in Dodoma- Top right is the Deputy Minister for Education at PMORALG- HE Kassim Majaliwa at the launching ceremony held at Chimwaga Hall, University of Dodoma

Following Completion of the trainings, a circular was issued by the Commissioner of Education notifying actors and stakeholders of the curriculum changes that had taken place. The circular also officially paved way for the official start of the new curriculum in May 2015.

5.1.3 Sensitization and Awareness Raising

During FY2014/15, sensitization and awareness raising of the reforms that were taking place amongst actors and stakeholders was a major priority. The branding of the LANES programme through different major Government events would see the country singing and chanting "***KKK*" meaning *K*usoma, *K*uandika *na K*uhesabu** that translates to Reading, Writing and Arithmetic (3Rs). The major events that opportunities were sought in building awareness of the GPE-LANES programme were:

- A 500 people meeting of Regional Education Officers, District Education Officers and District Adult Education Officers that was held in Dodoma in July 2014. Although the GPE Grant was not yet in use, PMORALG facilitated a two day's workshop where the Swedish Embassy through its Education Advisors facilitated a Government team to organize the seminar. Prior to the Seminar, the Swedish Embassy had facilitated a one week workshop with LANES Focal Persons from both the MOEVT and PMORALG to familiarise with the LANES plans.
- An Official launch of the LANES programme that was attended by over 600 people (300 Std I&II students) and honoured by the Prime Minister, HE Kayanza Peter Pinda.



***Up*–Celebrating Learning: Children rehearse the 3Rs song at the Education Week Held in Dodoma during the month of May 2015**

***Below*-Celebrating Learning: Children perform 3Rs Song at the LANES launch ceremony in Dodoma during February 2015**



- A one day symposium of School Quality Assurers (Former School Inspectors) and a two day seminar with Members of Parliament-Special Committee for Social Services.
- Participation in organization of the Education Week that took place in May 2015.

5.1.4 Joint Education Sector Review (JESR 2013/14)

The Education Sector Review comprised of two major events: Joint Field Visits and JESR Technical Working Session.

In review of performance for FY 2013/14, the Joint Field Monitoring Visits took place in 4 Local Government Authorities (LGAs) namely; Bagamoyo, Mpwapwa, Mtwara, and Muheza in which four teams were assigned to each LGA. A total of 27 institutions were visited which involved more than 377 respondents interviewed/contacted. Joint Field Monitoring visits to Education institutions were held during the week of 22nd to 27th February, 2015. The objectives of the visits were:

- To collect data on the quality of teaching and learning of 3R's in the education sector.
- To establish key achievements and challenges related to quality teaching and learning of 3Rs in Pre-Primary, Primary Schools and Folk Development Colleges;
- To assess acquisition of skills and application of 3Rs in Primary schools; and
- To observe the training process on 3Rs in Teachers' colleges

The JESR TWS was held on 12th and 13th of May 2015 in Dodoma region during the 2015 Education Week. This provided an opportunity for GoT officials already in Dodoma for the Education week to join the working session.



JESR 2013/14 participants group picture.



Sessions ongoing- Presentation of the ESPR

5.1.5 HT/WECs Training

Head Teachers' and WECs training had been planned through the Big Results Now Initiative and a booklet had been developed which was later printed through GPE support. An additional booklet on 3Rs programme implementation was developed and printed and both booklets were used as the key documents for the training of HTs and WECs. ADEM Coordinated the Leadership training, completing training of 170 TOTs and HTs and WECs from 17 regions beginning of FY2014/15, and training of 2,480 Ward Education Coordinators and 10,870 Head Teachers at the beginning of FY 2015/16.

***Right above**-Participants during group discussions at ADEM-Bagamoyo;*

***Left Below**: MOEVT PS, Prof Sifuni Mchome, with Reporters after the launch even;*

***Right below**- Participants gather for the closing ceremony at Tanga School –Tanga, by the PMORALG Deputy PS- Mr. Zuberi Samataba*







Launching the training events at ADEM, the Permanent Secretary of the Ministry of Education and Vocation Training, Prof. Sifuni Ernest Mchome, noted the key role that needed to be played by HTs and WECs particularly at ensuring learning achievements are the key focus for their leadership. He further noted WECs had become, from the new structures of the Education Sector, a part of the Quality Assurance Structure.

Table 8: Number of Participating Teachers and WECs by region:

S/N	REGIONS	NO. OF SCHOOLS	NO. OF HEAD TEACHERS			NO. OF WECs			TOTAL HT & WECS
			MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	
1.	Arusha	518	411	107	518	94	41	135	**653**
2.	Dar es Salaam	365	213	152	365	41	62	103	**468**
3.	Geita	565	496	69	565	101	21	122	**687**
4.	Iringa	480	405	75	480	77	20	97	**577**
5.	Kagera	890	758	132	890	150	33	183	**1,073**
6.	Katavi	175	157	18	175	51	12	63	**238**
7.	Kilimanjaro	883	506	377	883	119	62	181	**1,064**
8.	Manyara	596	502	94	596	112	27	139	**735**
9.	Mbeya	1,101	932	169	1,101	204	49	253	**1,354**
10.	Morogoro	857	710	147	857	179	44	223	**1,080**
11.	Mwanza	852	715	137	852	148	43	191	**1,043**
12.	Njombe	475	336	139	475	84	20	104	**579**
13.	Pwani	520	418	102	520	104	25	129	**649**
14.	Rukwa	354	315	39	354	67	19	86	**440**
15.	Ruvuma	745	647	98	745	139	27	166	**911**
16.	Singida	530	453	77	530	109	19	128	**658**
17.	Tanga	964	778	186	964	129	48	177	**1,141**
	Total	**10,870**	**8,752**	**2,118**	**10,870**	**1,908**	**572**	**2,480**	**13,350**

5.1.6 Production and Distribution of PSLE Item Analysis Booklets

The Primary School Leaving Examination (PSLE) Item Analysis Booklets provide explanation on how students performed in each of the questions asked on a particular examination. A total of 8 booklets for different subjects were published and distributed to all schools. The books, totalling 1,295,217 were launched by the MOEVT Minister, HE Dr. Shukuru Kawambwa, in the presence of the PMORALG Deputy Minister-Education, HE Kassim Majaliwa, REOs and DEOs.



Minister of Education and Vocational Training at the launch of the 2014 PSLE Item Analysis Booklets which were later distributed to all schools

Books were then distributed to regions and LGAs through participating REOs and DEOs and emphasis given by the PMORALG Deputy Minister on the need to ensure the books reached each school. NECTA would follow up to ensure the books were delivered to all schools and monitor the extent to which schools were using the books.

5.1.7 International Conference on Literacy and Numeracy

This was the first International Conference on Literacy and Numeracy to ever be held in Tanzania and around East African Countries. It attracted presenters and participants from 11 Countries namely: Kenya, Uganda, Zambia, United Kingdom, France, Mauritius, Ghana, Finland and Tanzania



Participants attending the ICLN at the University of Dar es Salaam

Various issues were discussed and participants came up with a Communiqué that included the following recommendations.

- Conduct regular research on L&N and encourage researchers to employ both qualitative and quantitative research methods for comprehensive understanding of issues related to teaching and learning of literacy and numeracy.
- Encourage practitioners to continuously explore contextually relevant innovative technological approaches to teaching and learning of literacy and numeracy.

- Called upon all key players to adapt approaches for improving learning outcomes in literacy and numeracy in their contexts.
- Called upon key stakeholders explore and promote various avenues to promote teaching and learning of literacy and numeracy, including using mother tongue languages.
- Called upon policy makers to make a firm decision about the language of instruction on the basis of available scientific evidence and the needs of the society.
- Commended the organization of similar conferences on a regular basis (Annually or biannually).
- Request LANES to continue supporting regional networking in literacy and numeracy through similar conferences.
- Resolved to form a regional network on literacy and numeracy learning so as to continue the dialogue on the subjects.

Amongst issues noted was the insufficient focus by scholars on conducting research that would improve the teaching and learning of 3Rs particularly in African countries so as to do away with illiteracy. Through the LANES programme this would be done through research studies to be conducted in collaboration with UDOM, and also through support to innovative ideas that have the potential to input into the understanding to which certain aspects affect learning outcomes.

5.1.8 Establishment of a National Coordination Unit of the GPE/LANES Programme

Successful establishment of the LANES National Coordination Unit provided an opportunity for fast tracking of major activities that were planned for implementation in FY2014/15. The Unit's major task was to work closely with implementing Institutions and Departments in ensuring planned activities were implemented. A late start of activity implementation (the first six months were mainly on planning and placement of activities in relevant Institutions and departments) meant that the Unit had to support with prioritization of what could realistically be implemented during the remaining six months of implementation.

6. Challenges affecting Implementation in FY2014/15

Several activities could not be implemented in FY2014/15 as planned, part of the reason being underestimation of the amount of time that was required for planning and

ownership of activities by different implementers, and the amount of time required to transfer funds through the exchequer system.

Activities that were partially implemented will be completed in FY2015/16/17 and therefore a restructuring has been done as indicated in the attached Results and Budget Frameworks. Annex 2 provides an overview of indicators and targets for the remaining programme period. It is expected that the programme will be achieved during the remaining period since currently there is a higher level of understanding of roles and responsibilities including the fact that new strategies have been incorporated in the FY2015/16/17 planning to ensure that all planned activities will be fully implemented.

A lot of effort was put into defining roles and responsibilities of different actors that has seen many more Institutions being engaged in implementing LANES activities (Indicated in Annex 3). Distribution of activities to a larger number of Institutions means that the work load has been spread over more human resources. To ensure that implementing MDAs will effectively conduct planned activities, a greater emphasis has been given on capacity development and improvement of required systems and structures.

One of the challenges encountered was delay in disbursement and transfer of funds to implementers through the Exchequer system. In FY2015/16 it has been agreed that funds will be kept in a commercial account to ease payment to implementers.

7. Budget and Expenditure for FY2014/15

During FY2014/15 a total of USD 37,467,563.21 was planned to be expended however only 28% of the planned budget was expended. Under improved teaching and learning of 3Rs total expenditure was US$7.5million while under Improved Sector Planning and Management a total of US$2.82 was expended and under Increased Community Engagement a total of US$ 127,160 was expended (Table 7). The balance has been factored in FY2015/16 and 2016/17 budget and it is expected that the programme will be accomplished within the remaining two Fiscal Years.

Table 9: FY2014/15 Planned Budget vs. Expenditure

OUTPUTS	BUDGET TSHS	ACTUAL EXPENDITURE	FUNDS NOT SPENT	% SPENT
Intermediate Result 1: *Improved teaching and learning of 3Rs for ages 5 to 13 years*				
Increased interaction with 3Rs Learning Materials	9,547,358.19	219,645.21	9,327,712.98	2
Increased teacher skills for teaching Literacy and Numeracy	13,854,737.85	7,258,407.00	6,596,330.85	52
Increased School Readiness	1,551,774.12	11,313.22	1,540,460.91	1
Sub Total	***24,953,870.17***	***7,489,365.43***	***17,464,504.74***	**30**
Intermediate Result 2*: Improved Sector Management*				
Increased use of data for evidence based planning	1,795,480.54	944,568.44	850,912.10	53
Improved Planning, monitoring and Coordination	1,382,902.38	537,793.46	845,108.92	39
Improved field Management	8,344,512.06	1,335,763.28	7,008,748.78	16
Sub Total	**11,522,894.98**	**2,818,125.18**	**8,704,769.80**	**24**
Intermediate Result 3: *Increased Community Engagement*				
Increased Community Sensitization	990,798.06	127,160.27	863,637.79	13
Increased Parents and community engagement	-	-	-	
Sub Total	**990,798.06**	**127,160.27**	**863,637.79**	**13**
GRAND TOTAL	37,467,563.21	10,434,650.88	27,032,912.33	28

8. Knowledge Management

The most noticeable knowledge product produced during FY2014/15 was the 3Rs curriculum package materials for Std I&II. These included:

- 3Rs Competency Framework for Std I&II
- 3Rs Curriculum Framework for Std I&II
- 3Rs Curriculum for Std I&II
- Std I&II 3Rs Syllabi for Math, Reading, Writing, Health and Sports.
- Std I&II 3Rs Teachers Guides for Math, Reading, Writing, Health and Sports.

- Std I&II 3Rs Facilitators Guides for Math, Reading, Writing, Health and Sports.

Although the intention to have a competency based curriculum vs. content based curriculum was envisioned in year 2005, this was the first time that Tanzania developed specific curriculum for the 3Rs and also the first time that a framework which shows specific competencies for the targeted group was produced.

The process for development of the 3Rs curriculum brought key stakeholders together to discuss not just the competency areas but also on how applicable the curriculum would be at the classroom level. Discussions ranged from how many subject areas would be most appropriate for children at that level, how many hours should be allocated to 3Rs, how pre-school knowledge should be incorporated in the materials produced given that only 1/3 of the children entering Std I had passed through a pre-primary classroom, etc.

The process for training of Std I&II teachers, Head Teachers and Ward Education Coordinators depended entirely on completion of the 3Rs curriculum development. In essence, the reform that took place during the year that saw over 31,000 people getting training/orientation on the new curriculum was made possible by the completion of the Std I&II curriculum package materials.

9. Conclusion and Way Forward

Towards the end of FY2014/15, various discussions took place within the Government, the LEG and with the GPE Secretariat on the need for restructuring the programme in order to:

- Increase efficiency of implemented activities for better results;
- Incorporate Pre Primary Education to ensure alignment to the changed Std I&II Curriculum.
- Give greater emphasis on monitoring and evaluation at region level by defining direct engagement of Regions, LGAs and Wards; and define the role of Civil Society Organizations in providing support and monitoring region level LANES implementation.
- Take into consideration activities not implemented/funds not expended in FY2014/15
- Take into consideration gained funds based on change in exchange rates from US$1 to TZS1600, to 1US$ to TZS2,085 and re-planning of funds left out after cancellation of the activity on provision of school incentives (Over TZS11billion

annually). This needed to be done early on to ensure that programme implementation would be completed within the remaining two years as planned.

- Take into consideration Policy changes that were brought about by the approval of the Education and Training Policy in 2014;
- Provide support to systemic issues particularly around Quality Assurance, Capacity Development and improving data collection systems;
- Providing support in defining Education Sector Business Processes for improved Institutional and Implementation Arrangements; and
- Taking into consideration the increase in per diem rates based on new Government circular and inflation rates.

These and other inputs to improve implementation of the LANES programme have led to suggestions for restructuring the programme for the remaining period. The budgets and narratives reflecting the changes will be submitted to the GPE for approval by Mid November 2015.

Annex 1: Consolidated LANES Financial Report for the Year ended 30th June 2015.

Status of Grant Income:

Budget FY2014/15	US$ 39,597,449/-
Cash Received from Donor	US$ 20,000,000/- (51%)
Total expenditure	US$ 9,287,291.51
Balance of Cash Received	US$ 19,597,448.54/-(49%)
Exchange Rate	US$ 1648.87

Budget, Expenditure and Balance per Output

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
Intermediate Result 1: *Improved teaching and learning of 3Rs for ages 5 to 13 years*					
1. Increased interaction with 3Rs Learning Materials		9,547,358	219,645.21	9,327,712.98	2
2. Increased teacher skills for teaching Literacy and Numeracy		13,854,738	7,324,409.78	6,530,328.07	53
3. Increased School Readiness		1,551,774	11,313.22	1,540,460.91	1
Intermediate Result 2: *Improved Sector Management*					
4. Increased use of data for evidence based planning		1,795,481	944,568.44	850,912.10	53
5. Improved Planning, monitoring and Coordination		1,382,902	526,816.76	856,085.62	38
6. Improved field Management		8,344,512	1,558,794.81	6,785,717.25	19
Intermediate Result 3: *Increased Social Engagement in L&N Programmes*					
7. Increased		990,798	127,160.27	863,637.79	13

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
Community Sensitization					
8. Increased Parents and community engagement					
GRAND TOTAL		**37,467,563.21**	**10,712,708.49**	**26,754,854.72**	**29**

Budget, Expenditure and Balance per Activity

Intermediate Result 1: *Improved teaching and learning of 3Rs for ages 5 to 13 years*					
1. Increased interaction with 3Rs Learning Materials					
School Incentive Scheme established to complement 2000 schools which show improvement on Literacy and Numeracy after STD II		60,648	-	60,647.60	-
3Rs Learning Kits for all schools provided to the primary schools by 2016.		4,204,952	-	4,204,952.48	-
Support Councils to undertake EFA and Literacy Week Celebrations	PMO-RALG	144,681	95,774.68	48,906.22	66
Support Regional Secretariats to undertake Literacy/Education Week Celebrations	PMO-RALG	36,389	21,833.13	14,555.42	60
Support National Literacy/Education Week	MoEVT	119,627	102,037.40	17,589.99	85
Literacy Clubs		924,888	-	924,887.95	-

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
established in schools in 5 all 168 councils by 2016					
1680 NFE and 500 satellite centers for out of school children established and are operational by 2016		1,110,579	-	1,110,578.76	-
Radio Instruction to Strengthen Education (RISE) provided through outreach interventions		61,196	-	61,195.85	-
Literacy Clubs established in 5 NFE centers and in 5 schools in all 168 councils by 2016		1,297,507	-	1,297,506.78	-
YES I CAN teaching and learning methodology adapted for OOS children aged 7-13		-	-	-	
NFE Scaled Up in collaboration with Non State Actors-NSAs (CSO, PPP, CBOs)		216,130	-	216,129.83	-
Support 168 community based interventions (learning centre facilities) to improve NFE services for OOS aged 9-13		-	-	-	
Establish 500 Satellite Schools in		651,108	-	651,108.33	-

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
places with hard to reach schools					
Develop National 3Rs Frameworks, Curriculum, Syllabus and books for STD III&IV		70,721	-	70,721.16	-
Prepare 3Rs materials for visually impaired children		2,183	-	2,183.31	-
Design Pupil Materials (3Rs Books)		87,735	-	87,734.63	-
Develop National 3Rs Competency Frameworks		57,716	-	57,716.50	-
Design Pupil Materials (Development of a Guide for Evaluation, Evaluation and designing)		49,991	-	49,990.90	-
Support CPD at Ward Level-Mentoring and Coaching		451,307	-	451,307.26	-
TOTAL OUTPUT 1		**9,547,358**		**9,547,358**	
2. Increased teacher skills for teaching Literacy and Numeracy					
3Rs Midline and End line Assessments at STD II conducted by 2016					
3Rs Teacher Training interventions based on 3Rs assessment	PMO-RALG	7,970,920	7,324,409.78	646,510.67	92

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
implemented by 2016					
School based INSET Scaled-up to 9417 primary school teachers by 2015.		-	-	-	
21 Government Teacher Colleges provided with Teaching and learning Materials for 3Rs		380,030	-	380,029.96	-
Train STD I and II Primary School Teachers on the use of the Inclusive Learning Friendly Environment (ILFE) Tool Kits by 2016		-	-	-	
Implement E-Learning Student Teacher Enrichment Programme (STEP)-3Rs STD I and II-Teachers to be trained along with 3Rs training		5,423,351	-	5,423,350.54	-
Primary Education and Grade A Teachers Curricula reviewed and revised to address current developments by 2016		80,437	-	80,436.91	-
Deliver STD I&II Kiswahili and Math by using e-content in 18% of all schools		-	-	-	

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
National Literacy Development Guide for Primary Education developed by 2016		-	-	-	
Conduct Midline and End line 3Rs Assessment IN NFE by 2016		-	-	-	
TOTAL OUTPUT 2		**13,854,738**	**7,324,410**	**6,530,328**	**53**
3. Increased School Readiness for under 5 children					
Research on Parent-Child Communication conducted by 2014					
ZUMM programme designed by 2016		60,953	-	60,953.39	-
30 Day Care Centers Facilitators trained by 2016		77,277	-	77,276.86	-
FDCs day care centres Teaching and learning environment improved by 2016		72,091	-	72,091.18	-
Pre enrolment assessment of children to determine learning needs conducted at the beginning of each year of STD I in 25 Councils by 2016	PMO-RALG	1,314,123	11,313.22	1,302,810.10	1
TOTAL OUTPUT 3		**1,524,445**	**11,313**	**1,513,132**	**1**
TOTAL IR 1		**24,926,540.79**	**7,335,722.99**	**17,590,817.80**	**29.43**
Intermediate Result 2: *Improved Sector Management*					
4. Increased use of data for evidence based planning					

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
Official School Ranking to ensure school level data on performance is effectively used in planning and management published and disseminated annually	PMO-RALG	928,054	944,568.44	-16,514.69	102
Education Management Information System functional at 92 councils and 25 regions		-	-	-	
Conferences to share experience on Literacy and Numeracy in Tanzania held annually		94,004	-	94,003.77	-
Support 5 staff members to participate in 3 international conferences on literacy on primary education development		39,724	-	39,724.17	-
6 research studies on Literacy and Numeracy conducted by 2016		733,699	-	733,698.84	-
PEDP II Impact Evaluation		-	-	-	
ANFEDP Impact Evaluation		-			
TOTAL OUTPUT 4		**1,795,481**	**944,568**	**850,912**	**53**

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
5. Improved Planning, monitoring and Coordination					
PEDP IV Developed		-			
ANFEDP Developed		-	-	-	
Costed ESDP developed		172,881	-	172,880.82	-
Annual Review to share progress report and next FY year sub sector Action Plans held annually.		45,289	-	45,288.59	-
Steering Committee for the LANES programme formulated by June 2014		-	-	-	
Programme Coordination Unit for the GPE programme components established by July 2014	MoEVT	352,332	251,618.58	100,713.62	71
Establish Education Sector Quality Assurance System		118,930	-	118,929.93	-
Hold periodic reviews of implementation of the LANES programme	MoEVT	274,726	70,336.67	204,389.66	26
Provide support to MOEVT for M&E of LANES activities implementation	MoEVT	216,565	59,307.28	157,258.00	27
Provide support to PMORALG for follow up of LANES	MoEVT	42,696	72,777.11	-30,081.21	170

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
activities implementation					
Ministry Level Coordination Unit for sub-sectors formed by June 2014		-	-	-	
Monitoring of Training Activities at LGA level by Support teams		64,590	-	64,589.69	-
Coordination and Monitoring-MCDGC	MoEVT	94,894	72,777.11	22,116.51	77
TOTAL OUTPUT 5		**1,382,902**	**526,817**	**856,086**	**38**
6. Improved field Management					
15525 school committees trained on school level planning and management by 2016			-	-	
Train Head Teachers, Ward Education Coordinators and School Committees on Management and Supervision	MoEVT	3,403,606	25,775.23	3,377,830.82	1
Procure 36 vehicles for Inspectors to Undertake a follow-up twice a year per school	MoEVT	1,309,988	1,309,988.05	-	100
3,337 Ward Education Coordinators (WECs) and Inspectors supported in		3,437,792	223,031.53	3,214,760.23	6

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
supervision, monitoring and evaluation of the PEDP III, NFEDP and FEDP action plans by 2016					
School Improvement Tool Kit for head teachers developed, published and distributed annually		193,126	-	193,126.20	-
TOTAL OUTPUT 6		**8,344,512**	**1,558,795**	**6,785,717**	**19**
TOTAL IR 2		**11,522,894.98**	**3,030,180.02**	**8,492,714.97**	**26**
Intermediate Result 3: *Increased Social Engagement in L&N Programmes*					
7. Increased Community Sensitization					
Launch the LANES Programme to ensure community involvement by end 2014	PMO-RALG	97,585	51,365.94	46,218.96	53
Communities Sensitized to participate in improvement of the learning environment by 2016		55,432	-	55,431.90	-
Communities sensitized to ensure provision of School meals in all primary schools by 2016		326,340	-	326,340.10	-
Communities sensitized on participation in both formal and non-formal education for	PMO-RALG	297,840	75,794.33	222,046.01	25

OUTPUTS	REPORTED BY	BUDGET USD ($)	ACTUAL EXPEND. ($)	BALANCE	% SPENT
OOS children age 5-13					
Programme for awareness raising and sensitization of school communities on violence against children developed		213,601	-	213,600.83	-
TOTAL OUTPUT 7		**990,798**	**127,160**	**863,638**	**13**
8. Increased Parents and community engagement					
Parent Teacher Associations formed in all schools by 2016					
Parent Teacher Associations meetings held twice annually					
TOTAL-OUTPUT 8					
TOTAL IR 3		**990,798.06**	**127,160**	**863,638**	**13**
GRAND TOTAL		**37,440,233.83**	**10,712,708**	**26,727,525**	**29**
SURPLUS FOR THE PERIOD AS AT 30TH JUNE 2015			9,287,291.51		